Masterclass Part One:
The Flat World Swung Open: How Web Technology Is Revolutionizing Education

Curtis J. Bonk, Professor, Indiana University
President, CourseShare, LLC
cjbonk@indiana.edu
http://php.indiana.edu/~cjbonk

September 15, 2010
Timeline of Technology for Teaching, NY Times

Technology of the 1980s

Radio Shack TRS-80 Model III

Mark Weiser, Scientific American, 1991,
The Computer for the 21st Century

Let's Reflect Back 10 Years...

2001: A Space Odyssey

Virtual Tactical Operations Center (VTOC)
Shovelware

Ten Years Later...

December 3, 2011, Why #Pencilchat May Be the Most Clever Education Allegory Ever, Good Education, Liz Dwyer, Education Editor

TUESDAY, MAY 17, 2011, 15 reasons to BAN pens and pencils from the classroom, Donald Clark, Plan B

May 24, 2010
Author Nicholas Carr, The Web Shatters Focus, Rewires Brains, Wired
http://www.wired.com/magazine/2010/05/ff_nicholas_carr/

Shoveling the future...
Is it spiky?

Or is it Open?

It is very open!
(May 2011, Norway & June 2011 the Philippines)

February 21-24, 2011
Graphic Facilitation, E-Learning and Distance Learning (ELI) Conference in Riyadh (Sir Tim Berners-Lee and Jimmy Wales)
Question: What is the Web?
- An entertainment system?
- A writing aid?
- A communications system?
- A means to handle commercial transaction?
- A social networking device?

Answer: The Web of Learning

The Web of Learning

Today we have the Web 2.0

We are entering a jumping off point...

I'm an Armchair Indiana Jones...
Summer 2009
Michael Perham & Zac Sunderland,
(each age 17, youngest person to sail solo around the
world...and blog on it, use Skype, YouTube, take videos, post
pictures, Minou Saito, age 75, oldest solo sailor)

Perhaps people learning online are akin
to the alien archaeologists in the 2008
movie, Indiana Jones and the Kingdom of
the Crystal Skull, Indy said, "Their
treasure wasn't gold, it was knowledge.
Knowledge was their treasure."

Charles Wedemeyer,
University of Wisconsin

Some Educational and Psychological Heroes:
John Dewey, Seymour Papert, John Seely
Brown, Ivan Illich, Stephen Heppell, Henry
Jenkins

Our New Heroes are not
Theoretical or Psychological

Framework #1: WE-ALL-LEARN:
Ten Forces that Opened the Learning World
- Web Searching in the World of e-Books (i.e., Darwin)
- E-Learning and Blended Learning
- Availability of Open Source and Free Software (e.g.,
  Moodle)
- Leveraged Resources and OpenCourseWare (e.g., MIT)
- Learning Object Repositories and Portals (i.e., shared
  content)
- Learner Participation in Open Info Communities (YouTube)
- Electronic Collaboration and Interaction (sync and async)
- Alternate Reality Learning (Online Massive Gaming,
  Simulations, and Virtual Worlds; e.g., Second Life)
- Real-Time Mobility and Portability (e.g., iPhone)
- Networks of Personalized Learning (Blogs, RSS)
Audience Participation!
1. WE
2. ALL
3. LEARN!!!

Triple Learning Technology
Convergence of
"WE-ALL-LEARN"
2. Pages: The availability of free educational content and resources (OER—Open Educational Resources).
3. Participatory Learning Culture: A move towards a culture of open access to information, international collaboration, and global sharing.

Opener #1. Web Searching (e.g., Google, MSN, Yahoo!) in the World of e-Books (i.e., Darwin, Shakespeare, etc.)

What happens then?
WE
ALL
LEARN!!!

E-Book Readers
January 28, 2011: Amazon: Kindle Books Finally Eclipse Paperbacks, Doug Aamoth
March 2, 2011: Why Amazon would be smart to give away the Kindle, March 4, 2011, CNN Tech, Amy Galvan

Whether a surge in e-book sales can be sustained and what effect it could have on traditional bookstores remains to be seen.
Those affected by volcanos...

Those in blizzards and ice storms...

Snowmageddon, DC winter of 2010

Groundhog Day Blizzard of 2011

Those in tsunamis?
(Japan, March 11, 2011)

Those in tornados...!
(April 24, 2011)
September 15, 2010
Study: Online learning might be less effective for some, eSchool News, Dennis Carter

Classroom students scored 84.5 percent on the first exam in the economics course, and online students scored 83.3 percent.

September 2010
Meta-Analysis Update: Blended and Fully Online Still Best!

Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies

Prepared by
- Beth Moore
- Velina Yung
- Jean Marcey
- Joseph Suchak
- Beth Jones

Center for Technology in Learning

Opener #3. Availability of Open Source and Free Software (e.g., Linux, Apache, Moodle, Sakai)

January 8, 2012
Moodle (58 million users in 223 countries, 73,696 sites, 5.9 million courses)

Opener #4. Leveraged Resources and OpenCourseWare (OCW) (e.g., free courses from MIT, Utah State, CORE, OOPS)

Sample OpenCourseWare Projects (Tufts, Johns Hopkins)
January 23, 2012
University 2.0 - Sebastian Thrun (Livestream)
https://www.youtube.com/watch?v=9Q6D4byF0Ww
http://www.crn.com/it/44562563

January 23, 2012
Udacity- Sebastian Thrun
http://www.udacity.com/

February 15, 2012
Guess what? You just got into MIT! Free ride! Kinda!
Marketplace Tech Report: John Moe,

February 16, 2012
Ray Schroeder, U of Illinois at Springfield Guest Speaker on Open Education Movement
http://breeze.u of i/eh6e2/

February 16, 2011
Khan Academy (over 2,700 videos)
http://www.khanacademy.org/

February 16, 2012
Online Badges and Certifications from OER University of Illinois at Springfield, Ray Schroeder
https://sites.google.com/site/opencontinuinged/
Badges for Online Learning
(e.g., Khan Academy,
http://www.khanacademy.org/badges/view)

National Repository for Online Courses (NROC) Commons

Opener #5. Online Learning Object Repositories and Portals (shared content)

The Complete Works of Charles Darwin
(Great Plague, Great Fire, Charles Dickens, Erasmus Darwin, Mary Wollstonecraft Shelley, Robert Browning, John Stuart Mill, Ralph Waldo Emerson, Elizabeth Barrett Browning, and Alfred Tennyson)

February 9, 2011
Online Portals and Open Educational Resources (OER)
Google Art Project, Chronicle of HE (new Google project that allows visitors to explore museums around the world and view hundreds of artworks) http://www.googleartproject.com/

February 18, 2011
Ten great sites with free teacher resources
eSchool News, Jenna Zuang,
How about rich video portals?
Most of the Websites below did not exist 5 or 10 years ago.

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, ExploTV, NASA TV, ClipChef, TV Lessons, BookTV, Edutopia videos, MonkeySee, dFlick, the Research Channel, iVideon

October 2010, The V-PORTAL (Bonk, IU)
“Video Primers in an Online Repository for e-Teaching and Learning” V-PORTAL, TravelinEdMan (27 free/open YouTube videos)
http://www.youtube.com/user/TravelinEdMan

April 2011
(e.g., YouTube and the Royal Channel)

Curriki, Connexions, OpenCourseWare
(e.g., MIT OCW Highlights for High School)
Opener #6. Learner Participation in Open Information Communities (e.g., Slashdot, Digg, Wikipedia, YouTube)

Dec 30, 2010
History for Music Lovers, Washington Post
The French Revolution ("Bad Romance" by Lady Gaga)
Troyan Way ("Tainted Love" by Soft Cell)
Charlemagne ("Call Me" by Blondie)

April 6, 2011
Eric Whitacre: A virtual choir, 2,000 voices strong
https://www.youtube.com/watch?v=6b7WvW7PgwM

May 12, 2011
Across More Classes, Videos Make the Grade, Chronicle of HE

Participatory E-Books
Scribd: Documents on Web
(http://www.scribd.com/; 50 million unique visitors per month, 10's of millions of documents, April 2010)

Opener #7. Electronic Collaboration and Interaction (synchronous & asynchronous)

Yonsei University Library, Seoul, Korea

7 Tips for Building Collaborative Learning Spaces, Campus Technology, Matt Villano, June 2010

Aces of Spaces, Campus Technology, June 2011, Jennifer Demski
February 14, 2012
Per Paul Kim, Director, Seeds for Empowerment: "Children in Kenya, Tanzania learning English with mobile videos and writing stories. (Mobile Task Based Learning Workshop - Seeds of Empowerment). No electricity for 3 straight days, but we keep going!!"

Opener #8. Alternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)

April/May 2011
Dr. Monica Rankin's class, UT Dallas, Cuban Revolution
http://www.youtube.com/watch?v=ocOMf1kPd98

December 24, 2010:
Social Networking Gaming
CityVille 16.8 million daily users, FarmVille's 16.4 million. CityVille 61.7 million monthly users, FarmVille 56.8 million users. Mashable. "CityVille is Now Bigger than FarmVille"

August 18, 2011
HowStuffWorks, iPhone App, USA Today, Marc Saltzman

August 18, 2011
Eco Mania and Face the Waste (iPhone/iPod), Green games gain in popularity, USA Today, Mike Sneider
Augmented Reality, May 17, 2011: USA
Today, Edward Baig, May 17, 2011, Augmented reality has potential to reshape our lives.
(e.g., Zooburst, Craig Kapp, NYU, pop-up books)

Opener #9. Real-Time Mobility and Portability (e.g., iPhone, low cost wireless devices)
15m people/month India
40,000/week Rwanda
60,000 earthing/ear/hour

(Paul Kim, 2010)
We Are Going Global Mobile!

April 2010
"A" is for App, Anya Kamenetz, Fast Company

December 16, 2010
Introducing Word Lens
http://www.youtube.com/watch?v=RQGDQ5UH8A

April 7, 2011
Expert Tutors as Mobile Apps (e.g., Tutor.com)

Tutor.com To Go™ Releases the First Education App that Connects Students to an Expert Tutor

Tutor.com To Go™
for iPhone, iPad & iPod Touch
March 13, 2011
iPad Apps for Calculus, Math, Biology, etc.
Chronicle of HE, Ben Wieder

At Pepperdine U. Timothy Lucas, an assistant professor of mathematics, shows a class how to use iPads for calculus. Linde Johnson, an assistant professor of biology at Chatham U., uses iPods for plant physiology.

June 13, 2011
Massachusetts School Issues iPads to Every Student in Grade 6


May 27, 2011
Math and Spelling games on iPads
eSchool News


July 20, 2011
Smart phones driving lecture capture growth
eCampus News, Dennis Carter

Viewing anytime on a smartphone's camera, a student can shoot a ten-minute lecture; the video can later be watched on the phone or computer.

October 5, 2011
Apple Founder Steve Jobs Dies, CNN

Steve Jobs, Apple founder, dies after battle with cancer.
January 29, 2012
Apple's new electronic textbook initiative just another chapter in a developing story, Herald Times, Mike Leonard

Predictions
1. Five Billion "Have-Not" Have at it!
2. Emergence of Liibdong Super E-Mentors/Coaches
3. Quarter-Century Learning Clubs
4. Terabyte Learning Access Points
5. The Veneration of Learning
6. Personalization + Portfolios
7. The Selection of Global Learning Partners
8. The Shared Learning Era
9. Teaching-Learning Perpetuities
10. Teachers, Teachers
11. The Rise of the Super Blends
12. Self-Determined Humans
13. Free Learning Zones
14. Authentic Learning Amalgamations
15. Alexandria Aristotles

Decisions for this Open Ed World...
- Technology & Administrator Decisions:
  - What do to about OER, open sources, E-books, mobile, etc.?
- Instructional Designer & Trainer decisions:
  - Act as Concierge, Counselor, Course facilitator, Credit manager?
- Formal Learner & Informal Lmr decisions:
  - Should I attend traditional university or create your own degree path?
  - How to report use of OER on resumes?

![Image of a globe and a question mark]

Is this a revolution?

![Image of a globe and a question mark]

This book is an attempt to reveal a wide range of learning options in front of you while also offering you a framework to make sense of them. As the Grail Knight said in the 1989 movie, Indiana Jones and the Last Crusade, "choose wisely." If you do, WE-ALL-LEARN. The world is now open to you!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/

The World is Open.
What happens then?

WE
ALL
LEARN!!!
Masterclass Part Two:
Where Are You R2D2?: Addressing Diverse Learner Needs with the Read, Reflect, Display, and Do Model

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk
cjbonk@indiana.edu

Ok, Million Dollar Question: What words come to mind when I say that I want to motivate learners?

Framework #2: TEC-VARIETY for Online Motivation and Retention

1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control

... 4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

What words come to mind for addressing diverse learner needs?

Framework: #3: The R2D2 Model

Empowering Online Learning
The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

1. Auditory or Verbal Learners
   - Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Wikibook or Wikipedia Editing or Critiques
   - Ask students to critique a wikibook or page from Wikipedia

Read 1b. Reading from Open Access Journals (e.g., PLOS)

Read 1c. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging)

Read 1d. Listen to Open Access Podcast Shows (and write papers)
Read 1e. Interactive Glossary
Umida Khikmatullaeva, Dec. 2011, P540
http://learningplanet.shutterfly.com/

Read 1f. Online Article Portals and Databases
http://citArticleDatabase.weekday.com/
http://ne.eul.net.indiana.edu/~nhall/off/4685/
http://sp.net.indiana.edu/~spTech/4685_Senior_at_2012.htm

2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Individual Blogging Reflections

Reflect 2b. Critical Friend Blog Postings (Kristen and Susan)

Blogging Questions

1. Who has a blog?
2. Who regularly reads other people's blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?
Reflect 2c. Expert and Domain Specific Blog Reflections (English, Health, Business, etc. blogs)

Reflect 2d. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog: http://comandeepafrica.blogspot.com/)

Reflect 2e. Workplace and Field Reflections

Reflect 2f. Scenario Learning (Option 6, Bloomington, IN)

Reflect 2g. Case and Online Discussion (Kelley Direct, IU)

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.
Display 3a. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Display 3b. Online Video Demonstrations (e.g., 3D Printer at Masie Learning LAB, http://www.masie.com/3dprintlab)

Display 3c. Radical Cartography (http://www.radicalcartography.net/index.html#/refmap)

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cuap, Freemind, Giffy, Mindmeister, or Mindomo)

Display 3e. World Trends and Indices (e.g., Worldmapper)

Display 3f. Medical Animations and Videos (e.g., YouTube, CNN, BBC)
Display 4g. Medical Simulations in YouTube and Second Life

Display 3h. Download and Use Online 3D Sketches (Google SketchUp; download http://sketchup.google.com/3dwarehouse)

Display 3i. Weather-Related Visuals and Animations

Display 3j. Interactive Biology

Display 3k. Wordle
http://www.wordle.net/youtubeเพื่อวิเคราะห์การเข้าใจ

Display 3L. Interactive Maps
(e.g., New U.S. Climate zone map reflects northward warming trends, by Josie F. Lloyd, USA TODAY, January 20, 2012)
4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process through role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Do 4a. Podcast Productions and Shows
**Poll: Podcast Questions**

a. Who has listened to a podcast?
b. Who listens to a certain podcast on a regular basis?
c. Who has created a podcast?
d. Who has created a podcast?
e. Who thinks podcasting is simply more talking heads?

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**Do 4b. Paired Article Critiques in Blogs**

- Students sign up to give feedback on each other’s article reviews posted to their blogs.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Student Critic</th>
<th>Student Peer Review</th>
</tr>
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<tbody>
<tr>
<td>John Doe</td>
<td>Critical Review</td>
<td>Lisa Smith</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Peer Review</td>
<td>David Jackson</td>
</tr>
<tr>
<td>Alex Johnson</td>
<td>Critic Review</td>
<td>Emily Alexander</td>
</tr>
<tr>
<td>Emma Green</td>
<td>Peer Review</td>
<td>Mark Brown</td>
</tr>
<tr>
<td>Lucas Reid</td>
<td>Critical Review</td>
<td>Rachel Lawrence</td>
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<tr>
<td>Rachel Lawrence</td>
<td>Peer Review</td>
<td>Lucas Reid</td>
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<tr>
<td>Emily Alexander</td>
<td>Peer Review</td>
<td>Alex Johnson</td>
</tr>
</tbody>
</table>

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**Poll: Wiki Questions**

a. Who regularly reads Wikipedia articles just for fun?
b. Who regularly reads Wikibooks?
c. Who seeks Wikipedia for content?
d. Who has edited or written new articles on Wikipedia or Wikibooks?
e. Who thinks it is ok for students to cite from Wikipedia?

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**Do 4c. Virtual Microscopes**

(Sungkyunkwan University School of Medicine, www.mededu.or.kr)

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**Do 4d. Virtual Quizzes**

(Sungkyunkwan University School of Medicine, www.mededu.or.kr)

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**Do 4e. Virtual Worlds**

(e.g., Second Life)
**Do 4f. Virtual Worlds with Video Archive**
(e.g., Dr. Monica Rankin’s class, UT Dallas, Cuban Revolution)
http://www.youtube.com/watch?v=9D4uB8YN9Do

**Do 4g. Simulation Games**

**Do 4h. Singing YouTube Summaries**
Daniel Mullikin, P540, Fall 2011
http://www.youtube.com/watch?v=ODjG3ls2npw

**Do 4i. Visual Presentations**
(e.g., Prezi)
http://prezi.com/tnq0klf53psm/is-the-world-open/
http://prezi.com/btbvznz5tp64/the-world-is-open/
http://prezi.com/htgatvsc7c/learning-theories-in-
a540/#/with-key-fcncdld964077/071212567151677864632d647161
http://prezi.com/l7reihh18y8x16/is-the-world-open/

**Do 4j. Survey Research and Market Analysis**
(e.g., Minitab, MicroPoll, Zoomerang, SurveyShare)

**Do 4k. Uploading Mobile Books**
(e.g., BookRix, http://www.bookrix.com/)
Recap Framework #2: The TEC-VARIETY Model
Tone/Climate
Encouragement, Feedback
Curiosity
Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Recap Framework #3: The R2D2 Method
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

Poll #1: How many ideas did you get so far?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.

Cards and Commitments: Stop and Share:
Which Phase of the R2D2 model do you use the most?

99 seconds: Stop and Share:
Top Three Things Learned!

Any Questions?
Try the R2D2 Model!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com
Masterclass #3.
100+ Hyper-Engaging Instructional Ideas for Any Class Size: Low Risk, Low Cost, Low Time

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk, cjbonk@indiana.edu

1. Risk
   Low Risk
   High Risk

Low Risk

2. Time
   Easy to Embed
   Extensive Planning

3. Cost
   Free or Inexpensive
   Enterprise Licenses

4. Student-Focus
   Instructor-Focus

Low-Centered

High-Centered

100 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))

Even trained monkeys can do these!

1. Eight Nouns Activity
   • Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.
2. Online Café Question Exchange
   a. Have students leave you or their classmates questions online.
   b. Answer as many as you can.
   c. Peer to peer café for exchanging resources and sharing information.

3. Goals and Expectations Charts
   (L = Cost, L = Risk, M = Time)
   What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
   a. Write short and long term goals down on goal cards that can be referenced later on.
   b. Post these to a discussion forum.
   c. Write 4-5 expectations for this session.
   d. Expectations Flip Chart (or online forum): share of 1-2 of these...
   e. Debrief is met them.

4. Scavenger Hunt
   1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
   2. Engage in activity.
   3. Collect work.
   4. Post scores.

5. Course Readings are All Web Resources (and Free!)
   • Post all articles to the Web or only use freely available ones.
   • Let students select the ones that they want to read.
   • Turn in final reflection papers.

6. Webstreamed Lecture Reflections
   • Ask students to watch weekly lectures.
   • Reflect on key concepts.
   • Instructors helps moderate it.

7. Case-Based Learning: Student Cases
   1. Model how to write a case and practice answering.
   2. Generate 2-3 cases during semester based on field experiences.
   3. Link to the text material—relate to how text author or instructor might solve.
   4. Respond to 6-8 peer cases.
   5. Summarize the discussion in their case.
   (Note: method akin to storytelling)
8. Structured Controversy Task
- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
  - Online Option: hold multiple forums online and require to comment on other ones.

9. Online Role Play Personalities
- List possible roles or personalities (e.g., coach, questioner, optimist, devil’s advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting

10. Scholar Role Play or Debate Panel or Symposia
- Find controversial topic(s) in the readings.
- Hand students slips of paper with different personas or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.

11. Scholar Role Play or Debate Panel or Symposia Continued
- Role play perhaps with alternating views being presented with 4-6 students.
- Tap students in the audience on the shoulder to take the place of someone on panel or have them decide when to replace someone.
  - Could also be done online or rotated.

12. Six Hats (Role Play):
(From De Bono, 1980; adapted for online learning by Karon Belliss, 2001, Ed Media)
- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization

13. Just-In-Time Syllabus
(Ramsay, Shuckford, & Swant)
http://eclweb.aninluca.edu/jit.htm

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)
e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.
14. Just in Time Teaching (online warm-up activities)
- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.

15. Free Text Chats (...and Chat Reflection Papers)
1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Consider having papers be written across various guest speakers.
5. Advantages:
   1. Text chats involve all learners in real time.
   2. Can use different fonts, styles, colors, capital letters, images.
   3. Transcript of the discussion can be saved and reused.

16. Reuse Online Discussion Transcripts
- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.

17. Reuse Blog, Chat Transcripts, Interviews, Presentations
- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.

18. Virtual Conference Attendance and Reflection Papers
- Have students attend an online conference.
- Ask them to write a reflection paper on the keynotes or other sessions.
- Share in online drop box or discussion forum.

19. Personal and Team Blog Reflections (Critical Friend Blog Postings)
- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.
20. Reuse Blog Transcripts
- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.

21. Listen and Reflect on Book Author Podcasts

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.

23. Class Voting and Polling (perhaps electronic)
1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Report students after class
   (Notes: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
   Rick Kulp, IBM, 1999)

24. Volunteer Technology Demos (Bonk, 1996)
- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

25. Field Reflections
1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts
26. 99 Second Quotes
(L = Cost, M = Risk, M = Time)

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum

27. Set Time Presentations
(L = Cost, M = Risk, M = Time)

- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.

28. ORL or Library Day
(e.g., The Thompson Library at Ohio State University)

29. Questioning Options
(Morten Flate Pausen, 1995)

- Shot Gun: Post many questions or articles to discuss and answer any—student choice.
- Hot Seat: One student is selected to answer many questions from everyone in the class.

30. Poster Sessions and Gallery Tours

- Have students create something—flowchart, timeline, taxonomy, concept map.
- Have half of the students present for 15-20 minutes and then reverse roles.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.

31. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.
32. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.

33. One minute papers or muddiest point papers
   \((L = \text{Cost}, M = \text{Risk}, T = \text{Time})\)

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.

34. PMI (Plus, Minus, Interesting)
   \((L = \text{Cost}, M = \text{Risk}, T = \text{Time})\)

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.

35. Best 3
   (Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).
- Work with another who has 3 as well and decide on best 3 (or 4).
- Those pairs work with another dyad and decide on best 3 (or 4).
- Report back to class.

How many ideas did you get from this talk?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!
5. 4-5.
6. 5-10.